

## Part B State Annual Performance Report (APR) for FFY 2008

### Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

[http://www.ride.ri.gov/Special\\_Populations/State\\_federal\\_regulations/Default.aspx](http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx). Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). This year per OSEP, RIDE will publicly report on Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, and 14. This, per OSEP, will occur no later than June 2, 2010. The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

### Monitoring Priority: FAPE in the LRE

**Indicator 5:** Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

#### Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
(FFY 2008)	<p>A. State average of children with IEPs removed from regular class less than 21% of the day will be 74% or higher; the standard deviation among districts will be 11% or lower.</p> <p>B. State average of children with IEPs removed from regular class greater than 60% of the day will be 12% or lower; the standard deviation among districts will be 5% or lower.</p> <p>C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 4% or lower.</p>

**Actual Target Data for FFY 2008:**

- A. State average of children with IEPs removed from regular class less than 21% of the day was 74.04%; the standard deviation among districts was 10.09%.
- B. State average of children with IEPs removed from regular class greater than 60% of the day was 11.05%; the standard deviation among districts was 6.66%.
- C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements was 3.87%; the standard deviation among districts was 1.86%

	Baseline Data FFY 2004	Actual Target Data FFY 2005:	Actual Target Data FFY 2006	Actual Target Data FFY 2007	Actual Target Data FFY 2008
A. Removed from regular class less than 21% of the day;	62.8%	63%	62.85%	74.57%	74.04%
B. Removed from regular class greater than 60% of the day;	18.7%	15%	18.11%;	11.01%	11.05%
C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	4.7%	3.14%	4.85%;	3.69%	3.87%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008:**

Rhode Island met the state average goals for serving students in the Least Restrictive Environment (LRE) for the FFY 2008. Progress can be attributed to the implementation of the district plans to improve inclusive practices as well as statewide professional development including collaborative teaching, differentiated instruction, response to intervention, Positive Behavior Supports, and Universal Design for Learning.

As in previous years, all districts were required to analyze their FFY 2008 LRE data and review their policies and procedures regarding LRE. Based on this analysis districts developed an appropriate plan to maintain successful practices and address areas of needed improvement. All districts were required to

submit these plans as part of their Annual Consolidated Resource Plan. Plans were reviewed and approved by RI Department of Education Staff.

State facilitators continued to provide professional development and to support the expansion of demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment. Professional development continued on differentiating instruction through two paid consultants and a cadre of teachers who provided statewide, regional, district and school-based sessions throughout the year. Rhode Island's focus on professional development for Response to Intervention continued to increase, with statewide, regional, district and school-based offerings.

The ACCESS Program, a collaborative initiative of the Rhode Island Department of Education, Office for Diverse Learners and TechACCESS of RI continued to provide district level professional development. The goal of this initiative is to develop a sustainable and flexible model to support the use of technology in the classroom to achieve success of students with IEPs in the general education curriculum with a focus on reading and written language.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009**

Improvement Activity	Timelines	Resources
Targeted technical assistance will be provided to districts with data demonstrating high percentages of students being served in less inclusive settings. Technical assistance will support districts in analyzing data, reviewing policies and procedures, and action plan development to address identified areas of need.	Ongoing 2008-2011	RI Department of Education Office for Diverse Learners personnel  Systems of Support Grant personnel